

# ELEMENTARY U.S. HISTORY 8: TECHNOLOGY AND MODERN TIMES

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE STARTED \_\_\_\_\_ DATE COMPLETED \_\_\_\_\_

**PREREQUISITE:** Elementary U.S. History 7: Industry and Labor.

**HOW TO DO THIS COURSE:** Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means to get a pass (and an initial) from another student or your academic supervisor if it says that. A \* means get a checkout. All written work is turned in to the supervisor.

**PURPOSE:** Learn how developments in technology shaped the United States in the last century and what the U.S. did as a world leader.

**ESTIMATED TIME:** 6–8 hours.

## MATERIALS NEEDED TO DO THIS COURSE

### Heron materials:

Heron study booklet, *Elementary U.S. History 8: Technology and Modern Times*, with these data sheets (DS):

7267                      7266                      7318                      7565                      7566                      7528

Exam: 7319, 7320 (review)

### Other required texts/references:

*United States—Adventures in Time and Place* (2000) ISBN 0-02-148855-X, McGraw-Hill School Division. To place orders, call 1-800-442-9685.

Encyclopedia at level of *The New Book of Knowledge*.

### Other recommended texts/references:

*A History of US*, Joy Hakim, Oxford University Press: (paper or cloth)

*Book 8 An Age of Extremes*, ISBN 0-19-515334-0 (paper); ISBN 0-19-515333-2 (cloth)

*Book 9 War, Peace, and All That Jazz*, ISBN 0-19-515336-7 (paper); ISBN 0-19-515335-9 (cloth)

*Book 10 All the People*, ISBN 0-19-515338-3 (paper); ISBN 0-19-515337-5 (cloth)

Access to Internet strongly recommended.

### Other materials:

Student's time line from Elementary U.S. History 7, crayons or markers, clay, world map, globe.

## NOTE TO STUDENT

The history book for this course is *United States—Adventures in Time and Place*. Each chapter is divided into lessons. When you read a lesson, there are also illustrations and maps, and extra things to look at.

You should read the text and captions of illustrations. You should also understand any illustrations and maps. You do not have to study anything else on the page unless you are told to do so or unless you want to. Each lesson begins with a "Read Aloud," but you do not have to read it aloud.

## A. INTRODUCTION

### 1. PRACTICAL APPLICATION:

a) Read the Purpose statement for this course. \_\_\_\_

- b) Look at the list of books for Elementary U.S. History 8 in Data Sheet (DS) #7267 Elementary U.S. History Book List. Then pick out a book you would like to read while you do this course. \_\_\_\_
- c) Read step F.1 in the final section of this course. Start the project as soon as you can and complete it in (or before) the final section of this course. The sign-off line for the project is at step F.1. \_\_\_\_

## B. ADVANCES IN TECHNOLOGY

- 1. READ: DS #7318 New Technology at Home in the 1900s, section “Technology at Home in the Year 1900.” \_\_\_\_\_
- 2. PRACTICAL APPLICATION: Draw some sketches of how your home may have looked if you were living in the United States in the year 1900. Show at least three of the things mentioned in Data Sheet #7318. \_\_\_\_\_
- 3. READ: DS #7318, section “Electrical Power and Appliances.” \_\_\_\_\_
- 4. (Optional) DEMONSTRATE: Look at some illustrations of the following early appliances to get an idea of the electrical appliances that were coming into use at the beginning of the 20<sup>th</sup> century. Your academic supervisor may be able to help you with this. (If there aren’t books with pictures of these, a search on the Internet, using the following words, may be useful.)
  - washing machine (search words: *early washing machine*) \_\_\_\_
  - refrigerator (*early refrigerator*) \_\_\_\_
  - cooking stove (*early kitchen range*) \_\_\_\_
  - vacuum cleaner (*early vacuum cleaner*) \_\_\_\_.
- 5. READ: DS #7318, section “Electronics.” \_\_\_\_\_
- 6. ESSAY:
  - a) Name as many electronic devices as you can that you use regularly. \_\_\_\_
  - b) Explain how miniaturization of electronic parts has made it possible to have devices like that. \_\_\_\_
- 7. READ: DS #7318, section “Automobiles.” \_\_\_\_\_
- 8. ESSAY:
  - a) What is the nearest interstate highway to you today? Where does it go? (If you don’t know, find out from someone.) \_\_\_\_
  - b) How did the automobile change the way people lived? \_\_\_\_

9. READ: DS #7318, section “Some Other New Technologies of the Last Century.” \_\_\_\_\_
10. DEMONSTRATE: Draw (and label) some sketches to show how technologies having to do with these have changed our lives since 1900:  
 electrical appliances \_\_\_\_ airplanes \_\_\_\_  
 electrical power \_\_\_\_ space program \_\_\_\_  
 trains \_\_\_\_ terrible diseases \_\_\_\_ \_\_\_\_\_
11. PRACTICAL APPLICATION: Get an idea of how fast technology is changing in your lifetime. Talk to one or more persons old enough to be a parent and find out at least three technologies that we have today that they didn’t have when they were your age. \_\_\_\_\_

### C. WAR AND PEACE

1. READ: *United States—Adventures in Time and Place* (US), pp. 578–581 only, Ch. 20, Lesson 1 “World War I,” through section “Over There.” (Omit the Excerpt from Address to Congress on p. 579.) \_\_\_\_\_
2. PRACTICAL APPLICATION: Answer these questions in writing based on encyclopedia research and what you read in US:  
 a) What were the two sides in World War I? Name three or four major countries on each side. \_\_\_\_  
 b) Where did most of the fighting take place? \_\_\_\_  
 c) What were two new weapons used in World War I? \_\_\_\_  
 d) What was the outcome of the war? **Supervisor pass.** \_\_\_\_\_
3. READ: US, p. 584 only, Ch. 20, Lesson 2 “The Roaring Twenties.” (Look at the pictures and read the captions in the rest of the lesson.) \_\_\_\_\_
4. READ: DS #7565 The Great Depression, section “What Is a Depression?” \_\_\_\_\_
5. DEMONSTRATE: Why the 1920s were called the “Roaring Twenties.” \_\_\_\_\_
6. ESSAY: Explain why businesses might hire people when there was a lot of business activity and lay off people when there wasn’t much business activity. Why might it be easier to find jobs when business was good and harder to find jobs when business was bad? \_\_\_\_\_
7. READ: DS #7565, section “Owning Companies.” \_\_\_\_\_
8. DEMONSTRATE: How on the stock market you could  
 a) make a profit selling your shares. \_\_\_\_  
 b) lose money selling your shares. \_\_\_\_\_

9. READ: DS #7565, section “The Crash of 1929” to end. \_\_\_\_\_
10. ESSAY: In 1929, the banks loaned most of the money that people put into the stock market. Share prices kept going up until the banks demanded that people repay their loans. How did what the banks did help bring about the stock market crash? Explain how the stock market crashed in 1929 and how you think people can avoid something like this happening again. **Supervisor pass.** \_\_\_\_\_
11. READ: US, pp. 592 and 593 only, Ch. 20, Lesson 3 “The Great Depression,” and section “Hard Times.” Look at the pictures and read the captions in the rest of the lesson. (*WPA* in the caption of p. 597 is defined on p. 596.) \_\_\_\_\_
12. DEMONSTRATE: How the lack of business activity during the Great Depression could bring about hard times for many people. \_\_\_\_\_
13. READ: US, p. 598 only, Ch. 20, Lesson 4 “World War II.” \_\_\_\_\_
14. DEMONSTRATE: Find the locations of each of the Axis countries on a map; then locate the areas that they invaded and took over. \_\_\_\_\_
15. READ: US, p. 599 only, Ch. 20, Lesson 4, section “Threats to Peace.” \_\_\_\_\_
16. ESSAY: Locate Hawaii on a globe. Then explain in writing why Japan might have chosen to attack Hawaii instead of the West Coast of the U.S. \_\_\_\_\_
17. READ: US, pp. 600–601, Ch. 20, Lesson 4, section “Joining the Allies<sup>1</sup>.” \_\_\_\_\_
18. ESSAY: Make a list of the three main Axis countries, and the four main Allies. \_\_\_\_\_
19. PRACTICAL APPLICATION: Talk to an adult and find out what Communism is and how it differs from the system of government we have in the United States. Discuss why we might join up with a country that had a type of government so different from our own. \_\_\_\_\_
20. READ: US, pp. 602–603, Ch. 20, Lesson 4, section “Battles around the World.” \_\_\_\_\_
21. PRACTICAL APPLICATION: On the map on pp. 602–603 of US, notice these major areas where the war was fought: Europe, eastern Asia, Soviet Union<sup>2</sup>, Asian Islands, northern Africa. \_\_\_\_\_

<sup>1</sup> The picture and caption on the lower right of p. 601 show **ration coupons**. During this time, the government issued coupon books for scarce food items, such as butter, coffee and meat. In order to buy those scarce items, a person had to turn in a ration coupon along with cash payment. The number of coupons that a family received limited how much they could buy. In the picture, the stamps were needed to make the coupon books valid.

<sup>2</sup> The Soviet Union covered large parts of Europe and Asia.

22. PRACTICAL APPLICATION: Answer the map work questions on US, pp. 602–603. \_\_\_\_\_
- \*23. READ: US, pp. 604–605, Ch. 20, Lesson 4, sections “Final Victory and Its Costs” and “Why It Matters.” \_\_\_\_\_
24. PRACTICAL APPLICATION: Read step F.2 now. If you decide to do that step, complete it by the time you finish this course. \_\_\_\_\_
25. PRACTICAL APPLICATION: Read US, pp. 606–607 “Determining the Credibility of a Source.” Then write answers to questions 1 through 5 on p. 607. **Supervisor pass.** \_\_\_\_\_
26. PRACTICAL APPLICATION: Get your time line from Elementary U.S. History 7. Fill in these points and anything else you want to include:
- World War I—1914–1918
  - World War I (American involvement)—1917–1918
  - Roaring Twenties—1920s
  - Great Depression begins—1929
  - World War II—1939–1945
  - World War II (American involvement)—1941–1945.
- Include some illustrations. \_\_\_\_\_

#### D. THE TREND TOWARD EQUAL RIGHTS

1. READ: DS #7566 About Rights in America, section “Equal Rights.” \_\_\_\_\_
2. ESSAY: Give three examples that you have seen or know about where one group did not have equal rights with another group. \_\_\_\_\_
3. READ: US, Ch. 20, pp. 588–589, Lesson 2, heading “Women Fight for Suffrage,” to heading “Why It Matters.” (See Biographical Dictionary for an explanation of *Amelia Earhart*, p. 588.) Note: On p. 588, you did not read about the Seneca Fall Convention in Chapter 16. \_\_\_\_\_
4. DEMONSTRATE: How women got the right to vote in the U.S. \_\_\_\_\_
- \*5. READ: DS #7566, section “Civil Rights.” \_\_\_\_\_
6. READ: US, pp. 616–621, Ch. 21, Lesson 1 “The Civil Rights Movement,” through section “Why It Matters.” (*NAACP* mentioned on p. 617 stands for the National Association for the Advancement of Colored People. See the glossary for additional data.) Also look at the picture on p. 623 and read the caption. \_\_\_\_\_

7. PRACTICAL APPLICATION: Write a short report on how Martin Luther King led the civil rights movement and was successful. Use the information you have learned and study another reference as well. \_\_\_\_\_
8. PRACTICAL APPLICATION: Go to a place where you can read aloud. Read the Excerpt from a Speech by Martin Luther King, Jr. on p. 619 as if you were giving the speech. \_\_\_\_\_
9. READ: DS #7566, section “The U.S. Is Willing to Learn from Mistakes.” \_\_\_\_\_
10. ESSAY: Give an example from history when Americans have done something wrong, but have been willing to try and correct what was done wrong. \_\_\_\_\_
11. PRACTICAL APPLICATION: Add to your time line. Fill in these points and anything else you want to include:
  - Women get right to vote—1920
  - Civil rights movement—1950s–1960s
 Include some illustrations. \_\_\_\_\_

## E. INTO A NEW CENTURY

1. READ: US, pp. 638–643, Ch. 21, Lesson 4 “Preparing for a New Century,” through section “Why It Matters.” (*High-tech industries* [illustration, p. 643] are industries that use the most advanced levels of science and technology that are currently available.) \_\_\_\_\_
2. PRACTICAL APPLICATION: Read step F.3 now; complete it by the time you finish this course. \_\_\_\_\_
3. PRACTICAL APPLICATION: Talk to a person who is an adult today. Find out what that person thinks life will be like in America when you grow up. \_\_\_\_\_
4. ESSAY: Write what you think life will be like in America when you are an adult and have a family.  
Then answer what you think about these questions:
  - a) What do you think will be the role of space exploration, computers and the Internet? \_\_\_\_
  - b) What other technologies do you think will be important? \_\_\_\_
  - c) What do you think will change in the area of civil rights? \_\_\_\_
 \_\_\_\_\_
5. READ: DS #7528 Important Events and Dates for Elementary U.S. History. Look at the table in the data sheet and read the very last row that starts with “Terrorists attack American landmarks.” \_\_\_\_\_

6. PRACTICAL APPLICATION: Discuss the events of “9-11” with a supervisor, parent or other adult and answer the questions below. Write up what you learned and turn it in to the supervisor.
- a) What are terrorists? \_\_\_\_\_
  - b) What happened on 9-11? \_\_\_\_\_
  - c) What did the U.S. government do as a result of the attack? \_\_\_\_\_

7. PRACTICAL APPLICATION: Add to your time line a final time. Fill in these points and anything else you want to include:
- Space program—1960s and continuing today
  - Personal computers become widespread—1980s
  - Internet revolution—mid-1990s and continuing today
  - Terrorists attack American landmarks—2001

**Supervisor pass.** The student’s time line should include all the points listed in steps C.26, D.11 and this step, with some illustrations for each step. \_\_\_\_\_

**F. FINAL APPLICATION SECTION**

- 1. PRACTICAL APPLICATION: Complete one of the projects from DS #7266 Elementary U.S. History Projects with Literature. **Supervisor pass.** \_\_\_\_\_
- 2. (Optional) PRACTICAL APPLICATION: Before you complete this course, talk to someone outside of class who remembers the 1940s, 1950s or 1960s in America. (Suggestion: Talk to an older relative outside of class.) Find out what it was like to live at that time. Find out if he has any interesting stories. Write down what you found out and turn it in to the supervisor. \_\_\_\_\_
- 3. PRACTICAL APPLICATION: Before you complete this course, talk to someone outside of class who was your age about twenty years ago. Find out what it was like when that person was growing up and how it compares to now. Find out if he has any interesting stories. Then repeat this with someone who was your age about ten years ago. Write down what you found out and turn it in to the supervisor. \_\_\_\_\_
- 4. DRILL: To do this drill, use DS #7528 Important Events and Dates for Elementary U.S. History. Look at the table and find the four rows for Elementary U.S. History 8. Then do Part A of the Important Events and Dates Drill with them (the drill follows the table). \_\_\_\_\_
- 5. DRILL: Do Part B of the Important Events and Dates Drill. \_\_\_\_\_
- 6. DRILL: Do Part C of the Important Events and Dates Drill. \_\_\_\_\_

7. ESSAY: Name a few people (at least three) you learned about in this course that you think were important people for their time and tell why you think so. \_\_\_\_\_

I have completed the steps of this course. I understand what I studied and can use it.

Student \_\_\_\_\_ Date \_\_\_\_\_

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor \_\_\_\_\_ Date \_\_\_\_\_

This student has passed the exam for this course.

Examiner \_\_\_\_\_ Date \_\_\_\_\_

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